



Office of Global Health Education

376 W. 10th Ave., Suite 165
Columbus, OH 43210
Phone: 614-247-8968/Fax: 614-688-4959

Global Health Elective Evaluation 2011-2012

Student Name: _____

Rotation Dates: _____
Start MM/DD/YYYY End MM/DD/YYYY

Course Code: _____

Evaluator: _____
First Name, Last Name, Credentials

Location: _____

1. HISTORY

Not Observed or Applicable	Fails to elicit pertinent facts regarding chief complaint; usually incomplete or inaccurate	Elicits general history but misses important facts; often incomplete or inaccurate.	Elicits important information relating to chief complaint; accurate and generally complete.	Elicits history which reflects chronology and details of chief complaint and other patient problems; complete and accurate.	Consistently identifies and pursue details of chief complaint and other patient problems; comprehensive and efficiently done.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. PHYSICAL EXAMINATION

Not Observed or Applicable	Usually fails to conduct complete and systematic examination.	Conducts a complete examination, but often fails to identify significant findings.	Conducts a thorough examination. Identifies findings pertinent to presenting problem.	Conducts a complete exam, Identifies pertinent findings including major abnormalities unrelated to presenting problem.	Consistently identifies significant findings, including those unrelated to presenting problem. Clearly differentiates abnormal findings from normal variations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. CASE PRESENTATIONS AND SUMMARIES

Not Observed or Applicable	Poorly prepared, disorganized, incomplete; unable to sort out important facts or develop logical problem list.	Disorganized presentations; often omits important facts; poor understanding of problem list and management plans.	Clear, organized, and chronological; includes most pertinent data; develops reasonable problem list, working differential diagnosis and management plan.	Organized and concise; accurate problem list and thorough differential diagnosis; able to discuss pathophysiology and rationale for management plan.	Organized, concise, complete, accurate; comprehensive problem list and differential diagnosis; thorough understanding of pathophysiology and management plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. CLINICAL JUDGMENT AND PROBLEM SOLVING SKILLS

Not Observed or Applicable	Clinical judgment usually inaccurate or illogically derived from the data.	Clinical assessment of problems often marginal; confused in data interpretation; often distracted by irrelevant data.	Interprets data accurately; with assistance, understands relationship of available data to logical diagnoses.	Consistently sound, logical thinker; uses data accurately to reach logical conclusions.	Independently uses data to reach accurate diagnoses and management plans; able to prioritize problems and diagnoses.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. PROGRESS NOTES/CHARTS

Not Observed or Applicable	Notes are incomplete, poorly written, disorganized and show little knowledge or understanding of disease process and management plan.	Notes often disorganized, inaccurate or lacking important data and clinical observations; show limited understanding of assessment and management plan.	Generally accurate, organized, timely and legible; include most pertinent data and observations; demonstrate knowledge of assessment and management plan.	Complete, accurate, organized and timely; reflect thorough understanding of disease process and management plan.	Consistently accurate, organized, complete and timely; reflect comprehensive understanding of disease process; include original ideas for management strategies.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. GENERAL MEDICAL KNOWLEDGE

Not Observed or Applicable	Unable to use minimal medical knowledge base to assess and manage patients.	Weak medical knowledge base; often has difficulty applying information to patient problems.	Demonstrates adequate knowledge of basic medical principles and the ability to relate them to patient problems.	Demonstrates adequate knowledge of basic medical principles; uses knowledge to assess and manage patients.	Demonstrates medical knowledge beyond level of training; shows intellectual inquisitiveness.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. PROCEDURAL SKILLS

Not Observed or Applicable	Lacks knowledge of and has difficulty performing basic procedures.	Understands but has inadequate mastery of basic techniques.	Knows and can adequately perform the basic techniques.	Consistently uses proper techniques, organizes equipment prior to procedures. Timing is smooth.	Procedures performed with accuracy and facility. Knowledgeable about and prepared for problems.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. RELATIONSHIP TO PATIENTS/FAMILIES

Not Observed or Applicable	Unable to establish acceptable rapport with patients and families.	Fair rapport established; sometimes shows a lack of respect or empathy for patients.	Good rapport. Usually demonstrates concern for patients' welfare and dignity.	Communicates very well. Consistently demonstrates concern and respect for patients and families.	Establishes exceptional rapport, even with very difficult patients.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. HEALTH CARE TEAM PARTICIPATION

Not Observed or Applicable	Undermines team effort; has trouble cooperating and/or assuming responsibility.	Sometimes has difficulty working with others; responds to suggestions poorly.	An active member of the team who works well with other members; responds well to suggestions.	An active member of the team whose positive attitude benefits the team's functioning.	An active member of the team whose leadership qualities are recognized by others.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. INITIATIVE AND DEPENDABILITY

Not Observed or Applicable	Apparently lacks motivation. Unreliable in providing adequate patient care.	Sometimes fails to follow through on assignments, sporadic in attendance.	Conscientious in patient care. Punctual and reliable. Works well with direction.	Conscientious in patient care. Punctual and reliable. Extends efforts to read independently and seeks responsibility.	Enthusiastic and dependable. Anticipates needs, seeks answers independently through extensive reading. Works well with minimal direction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. PROFESSIONALISM

Does this student demonstrate an acceptable level of professional development and behavior, reflected in appearance, ethical conduct, exercise of good judgment, and effective functioning under stress?

Yes No If you answered no, please explain:

12. CULTURAL COMPETENCY

Does this student demonstrate cultural awareness and sensitivity to patient needs and to other members of the health care team?

Yes No If you answered no, please explain:

GENERAL COMMENTS (required)

Describe general performance; including strengths (attach additional pages if necessary).

Are there any areas needing improvement?

Does any aspect of this student's performance warrant further evaluation? If so, please check this box and explain under "General Comments."

On average, how much time did you spend working with this student weekly? More than 40 hours 30-40 hours 20-30 hours Less than 20 hours

Please return to: Jessica Small, Program Coordinator
jessica.small@osumc.edu

Signature of Evaluator

Date